



CALGARY

Weekly Newscasts Lesson Plan

November 30, 2015

Newscasts are current news stories read at a slower pace than you might hear on the radio. These are prepared by CBC news editor Natasha Frakes.

Objectives:

- To develop listening skills
- To increase vocabulary
- To increase awareness of grammatical structures and functional language
- To increase knowledge of current events
- To provide a user-friendly, self-study tool for learners, as well as an ESL classroom resource for instructors

Contents:

Three news stories are featured in each weekly lesson plan. Each lesson contains vocabulary and listening comprehension activities. At the end of each lesson, you will find a complete transcript and an answer key. This lesson plan is aimed towards learners at an intermediate language level (i.e. Canadian Language Benchmarks 4-5 or equivalent).



Learning English with CBC is a joint project with CBC Calgary, CBC Edmonton, and the Government of Alberta.
Lesson Plan prepared by Kathleen Hall, Communication4Integration Inc.

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NEWSCAST 1: TAX BREAKS FOR FOOD DONATIONS WOULD CURB WASTE AND POVERTY



Photo Source: <http://www.cbc.ca/news/canada/calgary/tax-incentives-food-donations-calgary-pincott-1.3331051>

WARM UP What do you know about food banks? Do you think the food bank is important? Why or why not?

VOCABULARY ACTIVITY 1

Instructions: Look at the words and phrases in the table below. Circle the words you do not know. Next, circle the synonym or synonyms that you understand for each word or phrase. Which three words/phrases have the same meaning? _____

Word or Phrases	Synonyms
motion	suggestion/proposal/recommendation
put forward	propose/present
calling for	demanding/asking/requiring
incentive	reason/motivation
encourage	urge/support
donate	give/contribute
produce	food/crop
demand	ask for/need/requirement
throw away	get rid of/dump/ discard
toss	throw away/pitch
get rid of	throw out/dump/toss
access	make use of/use/benefit from/draw on
landfill	place to dispose of/dump waste

VOCABULARY ACTIVITY 2

Instructions: Match the words and phrases above with the correct definition below.

WORD or PHRASE	DEFINITION
	ability to obtain or make use of something
	a place to dispose of waste by burying it and covering it with soil
	throw (something) somewhere easily
	to discard products
	the quantity of a product or service needed
	things that have been produced or grown by farming
	give money or goods for a good cause, for example to a charity
	dispose of something that you no longer need or want
	make a formal proposal e.g. to government
	to say that something must happen
	give support to someone so that they will do something
	to offer an idea so that people can discuss it and make a decision
	something that encourages one to do something

(See answer key)

LISTENING ACTIVITY 1

Instructions: Listen to Newscast 1 for overall comprehension. Use the following questions to help you:

1. Who passed a motion calling for a federal tax incentive? _____
2. Who put forward the motion? _____
3. Which costs more?
 - a) throwing produce away
 - b) donating produce to the food bank
4. What is highest in demand? _____
5. What does Pincott say we pay a lot to do? _____

(See answer key)

How many of the questions were you able to answer? Circle your response:

None Some Most All

Listen to the newscast again if you were unable to answer all of the questions.

LISTENING ACTIVITY 2

Instructions: Listen for the following numbers. Draw an arrow from the number to how it is said in the newscast.

Number	How the number is said
3,000,000	One hundred and thirty thousand
300,000,000	Three million
130,000	Three hundred million

(See answer key)

LISTENING ACTIVITY 3

Instructions: Listen for the numbers again. What does each number represent?

Number	Represents
130,000	
3,000,000	
300,000,000	

(See answer key)

LISTENING ACTIVITY 4

Instructions: Listen to Newscast 1 again and fill in the blanks with the words that you hear. You may need to listen to the newscast a few times in order to fill in the blanks.

On Monday, Calgary City council passed a _____ put _____ by Councillor Brian Pincott _____ a federal tax _____ to _____ restaurants and grocery stores to _____ unused food to the food bank. Fresh _____ is in highest _____, but for many companies it's less expensive to _____ excess produce _____ than it is to send it to food banks.

Pincott says "sadly" it's cheaper for businesses to _____ food than make an effort to_____. It He says offering them a tax break would be an _____. "We pay a lot of money to_____ perfectly good, edible food at a time when... we have_____ Calgarians _____ the food bank every year."

The Calgary Food Bank is now providing _____ million meals a year while _____-million meals end up in Canadian _____.

(See answer key)

DISCUSSION QUESTIONS:

Many groups and communities organize food drives to donate food to the food bank. Have you ever participated in a food drive? Can you think of opportunities to collect donations in your community?

NEWSCAST 2: AHEAD OF PARIS CLIMATE TALKS, CANADIANS SAY THEY'RE WILLING TO PAY TO REDUCE EMISSIONS



Photo Source: <http://www.cbc.ca/news/politics/grenier-climate-polls-1.3331159>

WARM UP

Do you think that climate change is an important issue? Would you be willing to pay more for energy to help to improve the climate?

VOCABULARY ACTIVITY 1

Instructions: Look at the words and phrases in the box below. Write the definition of the terms you understand.

TERM	DEFINITION
poll	
two-thirds	
threat	
sacrifice	
cut	
greenhouse gas	
emissions	
in favour	
taking steps	
curbing	
least	
split down the middle	
common	
not much will come from	

VOCABULARY ACTIVITY 2

Instructions: Now look at the words and phrases that have the same or similar meanings to the words you have defined. Fill in the missing definitions in the box above if you can. Consider any changes to your definitions.

TERM	SYNONYMS
poll	survey/interview/sample
two-thirds	two out of three/66.6%/ 
threat	danger/hazard
sacrifice	cost/loss
cut	reduce/decrease
greenhouse gas	gas that absorbs carbon dioxide and chlorofluorocarbons
emissions	discharges/giving off
in favour	in support of/in agreement with
taking steps	take action; to act on/make a start; to start on
curbing	limiting/reducing
least	smallest/minimum
split down the middle	cut in half/divided in two
common	shared/mutual
not much will come from	there will be little result

VOCABULARY ACTIVITY 3

Instructions: Use the words and phrases from the left of the table to complete the following sentences. Remember to change the tense where necessary.

1. Although a poll showed that many people were _____ of a new park, funding for the park was _____.
2. Many families thought that playing on the dark, busy streets was a _____ to their children's safety.
3. Community members contacted their councillor who promised to _____ to get the park built, but they were afraid that _____ it.
4. He told them that at _____ a _____ majority was needed to get the funding.
5. Unfortunately, only half of the councillors voted for the park. The vote was _____.

(See answer key)

LISTENING ACTIVITY 1

Instructions: Listen to Newscast 2 for overall comprehension. After listening, circle the definition that best describes this newscast for you:

- a) This newscast was very difficult to understand after listening one time.
- b) This newscast was difficult to understand after listening one time.
- c) This newscast was easy to understand after listening one time.
- d) This newscast was very easy to understand after listening one time.

LISTENING ACTIVITY 2

Instructions: Listen to Newscast 2 again. Write the province or provinces in the box next to what is said about each province's attitude about taking steps toward curbing greenhouse gas emissions.

An example is done for you.

Province	Province	
		most in favour
		least in favour
Saskatchewan		split down the middle

(See answer key)

LISTENING ACTIVITY 3

Instructions: Listen to Newscast 2 again and fill in the blanks with the words that you hear.

As world leaders prepare for the Climate Change Conference in Paris next week, a new _____ states that more than _____ - _____ of Canadians think that climate change is a serious _____.

63% of Canadians are prepared to make a personal _____ to _____ greenhouse gas _____.

However, attitudes are not the same in different parts of the country. British Columbians were most _____ of taking _____ toward _____ greenhouse _____ emissions, while Albertans were the _____. Residents of Saskatchewan and Manitoba were split _____ the _____.

Although Canadians think that the federal and provincial governments can come together with _____ message to bring to Paris, they do not think that _____ will _____ from the talks in the French capital.

(See answer key)

DISCUSSION QUESTIONS

Do you think that there is a need to take extra precautions/safety measures in the wake of the Paris attacks? If so, what do you recommend that people do every day to make sure they are safe?

NEWSCAST 3: RUSSIAN PILOT “SAFE AND SOUND” AT AIRBASE IN SYRIA



Photo Source: <http://www.cbc.ca/news/world/russia-pilots-fate-turkey-1.3335937>

WARM UP

Are you concerned with events in Syria? Do you think these events will impact your life in Canada? Why or why not?

VOCABULARY ACTIVITY 1

Instructions: Review the synonyms for the following words/expressions. Write another word or phrase with the same meaning, or use your dictionary to look up the definition if needed.

WORD/EXPRESSION	SYNONYMS	ANOTHER WORD/PHRASE or DEFINITION
airspace	no fly zone	
armed forces	military	
captured	caught	
rumoured	thought	
linguistically	having the same language	
ethnically	culturally	
consequences	penalties	
breach	break	
governing	overseeing	
conflict	fight	
incident	event	
inflamed	angered	
tensions	stresses	
significant	meaningful	

VOCABULARY ACTIVITY 2

Instructions: Write the words and phrases from the left of the table above with their synonyms below. Use your dictionary to look up the synonyms you do not understand.

WORD/EXPRESSION	SYNONYMS
	worsened
	strains
	clash
	directing
	betrayal
	results
	nationally
	dialectal
	believed
	occurrence
	important
	flight exclusion zone
	seized
	army

(See answer key)

LISTENING ACTIVITY 1

Instructions: Listen to Newscast 3 for overall comprehension. Use the following questions to help you.

1. What did Turkey shoot down? _____
2. Why did Turkey say they shot it down? _____
3. Who rescued one of the pilots? _____
4. What happened to the other pilot? _____
5. What did Stéfanie von Hlatky say there would be? _____
6. Which laws governing military conflict might have been breached? _____

How many of the questions were you able to answer? Circle your response:

None Some Most All

Listen to the newscast again if you were unable to answer all of the questions.

(See answer key)

LISTENING ACTIVITY 2

Instructions: Listen to Newscast 3 again. Put the numbers 1-6 in the order in which the events in the box happened according to the newscast. Number 2 is done for you as an example.

The incident inflamed tensions between Turkey and Russia	<input type="checkbox"/>	A pilot was rescued by Syrian armed forces	<input type="checkbox"/>	Turkey shot down a Russian warplane	<input type="checkbox"/> 2	Russian fighter plane ignored repeated warnings	<input type="checkbox"/>	A pilot was captured and killed by Syrian rebels	<input type="checkbox"/>	Putin warned of “significant consequences”	<input type="checkbox"/>
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(See answer key)

DISCUSSION QUESTION

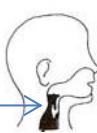
Many countries have agreed to work together to fight terrorism. Since the Turkish president refuses to apologize to Russia, do you think that Russia and Turkey can work together in the near future?

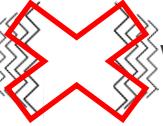
LANGUAGE FOCUS: PRONUNCIATION OF REGULAR PAST TENSE VERB ENDINGS

Regular verbs in the past tense all end in “**ed**”. The biggest pronunciation mistakes other language speakers make with past tense regular verbs is to pronounce the vowel sound before the **d**, as /ɪd/ or /əd/ (making it another syllable). Unless the verb ends in a **t** or **d** sound, the vowel is not pronounced. When the vowel is pronounced, after **t** or **d**, it is a short **ɪ** sound like in did (or a schwa /əd/ sound which is a shorter /ʌ/ as in adult, or Canada).

When the verb does not end in a **t** or **d** sound, **ed** endings are pronounced **t** or **d**.¹

You do not have to memorize lists of verbs that end in a **t** or **d** sound. There is an easy way to know which sound the past-tense verb ends in—whether or not the verb ends in a sound that vibrates (like a cell phone on vibrate ).

If your throat/vocal cords  vibrate  when you pronounce the last sound of the verb, the past verb ends with a **d** sound.

If your throat/vocal cords  do not vibrate  when you pronounce the last sound in the verb, the past verb ends in a **t** sound.

There are two easy ways to tell if your vocal cords are vibrating.

Technique 1: The first, which is much easier to do in public, is to place your thumb on one side of your windpipe, and your fingers on the other.



Say the sound. If your fingers feel a vibration, your vocal cords are vibrating. If you do not feel a vibration, your vocal cords are not vibrating.

Technique 2: You can also put your hands over your ears.



Say the sound. If you feel a vibration, your vocal cords are vibrating. If you do not feel a vibration, your vocal cords are not vibrating.

Sounds that vibrate in your vocal cords are called **VOICED** sounds.

Sounds that do not vibrate in your vocal cords are **UNVOICED** sounds.

VOICED endings stay **VOICED**. **UNVOICED** endings stay **UNVOICED**.

ALL VOWEL SOUNDS ARE VOICED.

There might be a problem if you are pronouncing the sound incorrectly, so knowing if a consonant sound is voiced or unvoiced will also help you pronounce it correctly.

Most **VOICED** and **UNVOICED** consonants are in pairs. They have a partner that is pronounced with the tongue, the teeth, and the lips in the same place, but the **VOICED** sound vibrates in the vocal cords, and the **UNVOICED** sound does not.

See the **VOICED** and **UNVOICED** pairs in the tables below. The International Phonetic Alphabet (IPA) is used to show the difference between sounds and spelling. We will just look at the IPA symbols we need to know for this lesson.

VOICED	UNVOICED
b	p
d	t
v	f
g	l
z	s
Nasal VOICED Sounds	
m	Vibration is felt strongly in the nose
n	
ŋ (ng) sing	
Liquid VOICED sounds	
l	Vibration is felt strongly higher in the throat and lower lip
r	Vibration is felt strongly lower in the throat

Diagraphs and Sibilant sounds	
VOICED	UNVOICED
dʒ (just)	tʃ (church)
ð (these)	θ (this)
ʒ (pleasure)	ʃ (she)
Sibilant sounds hiss 	
Diagraphs are single sounds represented by two letters.	

In pronunciation, pay attention to the sound, not the spelling. For example, verbs ending in **w** and **y** will have vowel sounds. All vowels are **VOICED**. Verbs ending in **h** do not have an **h** sound. They can sound /f/ / tʃ/ /ʃ/.

LANGUAGE FOCUS ACTIVITY 1

Instructions: Practice saying all of the sounds in the boxes above using one of the techniques pictured.

Can you feel the difference between the **VOICED** and **UNVOICED** sounds when you say them? If not, practice pushing more air out of your mouth for the **UNVOICED** sounds. Hold a thin piece of paper in front of your mouth and try to make the paper move when pronouncing **UNVOICED** sounds.

LANGUAGE FOCUS ACTIVITY 2

Instructions: Put the correct pronunciation of the **ed** ending: **t**; **d**; or **ɪd** next to the regular past tense verbs in the box below. Examples of each are done for you.

t; d; or ɪd	VERB	t; d; or ɪd	VERB	t; d; or ɪd	VERB
d	arrived	ɪd	decided	t	kissed
	annoyed		continued		acknowledged
	called		flashed		kicked
	abolished		approached		finished
	borrowed		outweighed		triumphed
	camped		died		learned
	changed		disliked		lied
	cheated		finished		lifted
	clicked		graduated		liked
	closed		hated		lived
	married		helped		laughed
	moved		planned		looked
	opened		pressed		loved
	passed		pushed		remembered
	employed		interviewed		jumped
	showed		stayed		returned
	slipped		stopped		succeeded
	started		studied		switched
	tried		used		talked
	turned		visited		walked
	worked		waited		wanted
	yelled		zipped		watched
	reviewed		massaged		zoomed

LANGUAGE FOCUS ACTIVITY 3

Instructions: Practice pronouncing the verbs above with the correct **ed** ending. Use the techniques to be sure you are saying each verb correctly.

LANGUAGE FOCUS ACTIVITY 4

Instructions: Practice pronouncing the verbs from Newscast 3 below with the correct **ed** ending. Use the techniques to be sure you are saying each verb correctly.

Newscast 3

After Turkey shot down a Russian warplane on Tuesday, saying it ignored repeated warnings after crossing into Turkish airspace from Syria, one of the two pilots was rescued by Syrian armed forces on Wednesday. The other pilot had already been captured and killed by Syrian rebels rumoured to be Turkmen, who are linguistically and ethnically Turkish.

Stéfanie von Hlatky, director of the Centre for International and Defence Policy at Queen's University in Kingston, Ontario, said there are "huge political consequences."

She added that if Turkey shot down the plane to help the Turkmen rebels in Syria, and Turkmen rebels shot the Russian pilot it would be a breach of United Nations laws governing military conflict.

The incident inflamed tensions between Turkey and Russia, and Russian president Vladimir Putin warned of "significant consequences."

(See answer key)

CBC CALGARY TRANSCRIPTS OF WEEKLY NEWSCASTS

	WEEKLY NEWS STORIES	TIME
Introduction	Hi. This is Natasha Frakes. You're listening to Learning English with CBC for the week of November 30 th .	0:00
Newscast 1 <i>Tax breaks for food donations would curb waste and poverty</i>	<p>On Monday, Calgary City Council passed a motion put forward by Councillor Brian Pincott calling for a federal tax incentive to encourage restaurants and grocery stores to donate unused food to the food bank. Fresh produce is in highest demand, but for many companies it's less expensive to throw excess produce away than it is to send it to food banks.</p> <p>Pincott says "sadly" it's cheaper for businesses to toss food than make an effort to donate it. He says offering them a tax break would be an incentive. "We pay a lot of money to get rid of ... perfectly good, edible food at a time when... we have 130,000 Calgarians accessing the food bank every year."</p> <p>The Calgary Food Bank is now providing three million meals a year while 300-million meals end up in Canadian landfills.</p>	0:09
Newscast 2 <i>Ahead of Paris climate talks, Canadians say they're willing to pay to reduce emissions</i>	<p>As world leaders prepare for the Climate Change Conference in Paris next week, a new poll states that more than two-thirds of Canadians think that climate change is a serious threat.</p> <p>63% of Canadians are prepared to make a personal sacrifice to cut greenhouse gas emissions.</p> <p>However, attitudes are not the same in different parts of the country. British Columbians were most in favour of taking steps toward curbing greenhouse gas emissions, while Albertans were the least. Residents of Saskatchewan and Manitoba were split down the middle.</p> <p>Although Canadians think that the federal and provincial governments can come together with a common message to bring to Paris, they do not think that much will come from the talks in the French capital.</p>	1:12

Newscast 3 <i>Russian pilot "safe and sound" at airbase in Syria</i>	<p>After Turkey shot down a Russian warplane on Tuesday, saying it ignored repeated warnings after crossing into Turkish airspace from Syria, one of the two pilots was rescued by Syrian armed forces on Wednesday. The other pilot had already been captured and killed by Syrian rebels rumoured to be Turkmen, who are linguistically and ethnically Turkish.</p> <p>Stéphanie von Hlatky, director of the Centre for International and Defence Policy at Queen's University in Kingston, Ontario, said there are "huge political consequences."</p> <p>She added that if Turkey shot down the plane to help the Turkmen rebels in Syria, and Turkmen rebels shot the Russian pilot, it would be a breach of United Nations laws governing military conflict.</p> <p>The incident inflamed tensions between Turkey and Russia, and Russian president Vladimir Putin warned of "significant consequences."</p>	2:05
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ANSWER KEY FOR NEWSCAST 1

TAX BREAKS FOR FOOD DONATIONS WOULD CURB WASTE AND POVERTY

VOCABULARY ACTIVITY 1

Instructions:

Which three words/phrases have the same meaning? **throw away, toss, get rid of**

VOCABULARY ACTIVITY 2

Instructions: Match the words and phrases above with the correct definition below.

WORD or PHRASE	DEFINITION
access	ability to obtain or make use of something
landfills	a place to dispose of waste by burying it and covering it with soil
toss	throw (something) somewhere easily
throw away	to discard products
demand	the quantity of a product or service needed
produce	things that have been produced or grown by farming
donate	give money or goods for a good cause, for example to a charity
get rid of	dispose of something that you no longer need or want
motion	make a formal proposal e.g. to government
calling for	to say that something must happen
encourage	give support to someone so that they will do something
put forward	to offer an idea so that people can discuss it and make a decision
incentive	something that encourages one to do something

LISTENING ACTIVITY 1

Instructions: Listen to Newscast 1 for overall comprehension. Use the following questions to help you:

1. Who passed a motion calling for a federal tax incentive? **Calgary City Council**
2. Who put forward the motion? **Councillor Brian Pincott**
3. Which costs more? a) throwing produce away
b) **donating produce to the food bank** or B
4. What is highest in demand? **fresh produce**
5. What does Pincott say we pay a lot to do? **get rid of perfectly good, edible food**

LISTENING ACTIVITY 2

Instructions: Listen for the following numbers. Draw an arrow from the number to how it is said in the newscast.

Number	How the number is said
3,000,000	One hundred and thirty thousand
300,000,000	Three million
130,000	Three hundred million

LISTENING ACTIVITY 3

Instructions: Listen for the numbers again. What does each number represent?

Number	Represents
130,000	# of Calgarians that access the food bank every year
3,000,000	# of meals provided by the Calgary food bank each year
300,000,000	# of meals that end up in Canadian landfills each year

LISTENING ACTIVITY 4

Instructions: Listen to Newscast 1 again and fill in the blanks with the words that you hear.

On Monday, Calgary City council passed a motion put forward by Councillor Brian Pincott calling for a federal tax incentive to encourage restaurants and grocery stores to donate unused food to the food bank. Fresh produce is in highest demand, but for many companies it's less expensive to throw excess produce away than it is to send it to food banks.

Pincott says "sadly" it's cheaper for businesses to toss food than make an effort to donate it. He says offering them a tax break would be an incentive. "We pay a lot of money to get rid of ... perfectly good, edible food at a time when... we have 130,000 Calgarians accessing the food bank every year."

The Calgary Food Bank is now providing three million meals a year while 300-million meals end up in Canadian landfills.

ANSWER KEY FOR NEWSCAST 2:

AHEAD OF PARIS CLIMATE TALKS, CANADIANS SAY THEY'RE WILLING TO PAY TO REDUCE EMISSIONS

VOCABULARY ACTIVITY 1

Answers will vary.

VOCABULARY ACTIVITY 3

1. Although a poll showed that many people were in favour of a new park, funding for the park was cut.
2. Many families thought that playing on the dark, busy streets was a threat to their children's safety.
3. Community members contacted their councillor who promised to take steps to get the park built, but they were afraid that not much would come from it.
4. He told them that at least a two-thirds majority was needed to get the funding.
5. Unfortunately, only half of the councillors voted for the park. The vote was split down the middle.

LISTENING ACTIVITY 2

Province	Province	
British Columbia		most in favour
Alberta		least in favour
Saskatchewan	Manitoba	split down the middle

LISTENING ACTIVITY 3

As world leaders prepare for the Climate Change Conference in Paris next week, a new poll states that more than two-thirds of Canadians think that climate change is a serious threat.

63% of Canadians are prepared to make a personal sacrifice to cut greenhouse gas emissions. However, attitudes are not the same in different parts of the country. British Columbians were most in favour of taking steps toward curbing greenhouse gas emissions, while Albertans were the least. Residents of Saskatchewan and Manitoba were split down the middle.

Although Canadians think that the federal and provincial governments can come together with a common message to bring to Paris, they do not think that much will come from the talks in the French capital.

ANSWER KEY FOR NEWSCAST 3:

VOCABULARY ACTIVITY 1

Answers will vary

VOCABULARY ACTIVITY 2

WORD/EXPRESSION	SYNONYMS
inflamed	worsened
tensions	strains
conflict	clash
governing	directing
breach	betrayal
consequences	results
ethnically	nationally
linguistically	dialectal
rumored	believed
incident	occurrence
significant	important
airspace	flight exclusion zone
captured	seized
armed forces	army

LISTENING ACTIVITY 2

1. What did Turkey shoot down?
A Russian warplane
2. Why did Turkey say they shot it down?
It ignored repeated warnings after crossing into Turkish airspace
3. Who rescued one of the pilots?
Syrian armed forces
4. What happened to the other pilot?
Caught and killed by rebels
5. What did Stéfanie von Hlatky say there would be?
Huge political consequences
6. Which laws governing military conflict might have been breached?
United Nations

LISTENING ACTIVITY 2

The incident inflamed tensions between Turkey and Russia	5	A pilot was rescued by Syrian armed forces	4	Turkey shot down a Russian warplane	2	Russian fighter plane ignored repeated warnings	1	A pilot was captured and killed by Syrian rebels	3	Putin warned of “significant consequences”	6
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ANSWER KEY: LANGUAGE FOCUS

LANGUAGE FOCUS ACTIVITY 2

Instructions: Put the correct pronunciation of the **ed** ending: **t**; **d**; or **ɪd** next to the regular past tense verbs in the box below. Examples of each are done for you.

t; d; or ɪd	VERB	t; d; or ɪd	VERB	t; d; or ɪd	VERB
d	arrived	ɪd	decided	t	kissed
d	annoyed	d	continued	d	acknowledged
d	called	t	flashed	t	kicked
t	abolished	t	approached	t	finished
d	borrowed	d	outweighed	t	triumphed
t	camped	d	died	d	learned
d	changed	t	disliked	d	lied
ɪd	cheated	t	finished	ɪd	lifted
t	clicked	ɪd	graduated	t	liked
d	closed	ɪd	hated	d	lived
d	married	t	helped	t	laughed
d	moved	d	planned	t	looked
d	opened	t	pressed	d	loved
t	passed	t	pushed	d	remembered
d	employed	d	interviewed	t	jumped
d	showed	d	stayed	d	returned
t	slipped	t	stopped	ɪd	succeeded
ɪd	started	ɪd	studied	t	switched
d	tried	d	used	t	talked
d	turned	ɪd	visited	t	walked
t	worked	ɪd	waited	ɪd	wanted
d	yelled	t	zipped	t	watched
d	reviewed	d	massaged	d	zoomed

LANGUAGE FOCUS ACTIVITY 4

Instructions: Practice pronouncing the verbs from Newscast 3 below with the correct **ed** ending. Use the techniques to be sure you are saying each verb correctly.

Newscast 3

After Turkey shot down a Russian warplane on Tuesday, saying it ignored repeated **ɪd** warnings after crossing into Turkish airspace from Syria, one of the two pilots was rescued by Syrian armed forces on Wednesday. The other pilot had already been captured and killed **d** by Syrian rebels rumoured to be Turkmen, who are linguistically and ethnically Turkish.

Stéphanie von Hlatky, director of the Centre for International and Defence Policy at Queen's University in Kingston, Ontario, said there are "huge political consequences."

She added that if Turkey shot down the plane to help the Turkmen rebels in Syria, and Turkmen rebels shot the Russian pilot it would be a breach of United Nations laws governing military conflict.

The incident inflamed tensions between Turkey and Russia, and Russian president Vladimir Putin warned of “significant consequences.”

ⁱ You may hear an exception called the “liturgical **ed**”—when words such as **aged**, **blessed**, **beloved**, and **learned** are used as participle adjectives. **But** unless you are reciting poetry or a sixteenth century play, you are never incorrect leaving out the vowel sound in an **ed** ending on the verb that does not end in a **t** or **d** sound.